



May 16, 2022

M E M O R A N D U M

TO: Jim Murdaugh, Ph.D.
President

FROM: Barbara Wills, Ph.D.
Vice President for Administrative Services and Chief Business Officer

SUBJECT: 2021-2022 Equity Report Update

Item Description

Tallahassee Community College (TCC) submits an annual Equity Report Update to the Florida Department of Education (FLDOE) to provide a status of the College's Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment.

Overview and Background

Each year TCC is required to submit an annual Equity Report Update to the FLDOE. This report contains the status of the College's policies and procedures related to equity, and their resulting effects and outcomes. The Division of Administrative Services coordinates the completion of the annual Equity Report Update but has the support of the Division of Academic Affairs, Students Affairs, Institutional Effectiveness, and the Athletics Department.

Funding/ Financial Implications

N/A

Past Actions by the Board

TCC's Equity Report Update for 2020-2021 was approved by this Board on April 19, 2021.

Recommended Action

Approve the 2021-2022 Equity Report Update as presented.

The Report on Athletic Program Participation Rates
and
Financial Support Data
EADA Report

Tallahassee Community College
September 30, 2021

Any coeducational institution of higher education that participates in Title IV, the federal student aid program, and has an intercollegiate athletics program, must comply with the EADA by preparing an annual report, officially called The Report on Athletic Program Participation Rates and Financial Support Data; more commonly known as the EADA Report. The EADA Report must be published each year and must be made available upon request to students, prospective students, and the public. A prospective student is defined as an individual who has contacted an eligible institution requesting information concerning admission to that institution.

Total Institutional Undergraduate Population by Gender

Number of male and female full-time undergraduate students that attended the school

	Number	Percentage
Male	2,650	47%
Female	2,957	53%
TOTAL	5,607	100%

Sports Teams and Participation by Gender

Sport	Male	Female
Baseball	30	
Basketball	15	13
Softball	19	16
Track and Field (Outdoor)	7	4
Cross Country	7	5
TOTAL	59	41
Total Unduplicated Participants	55	40
Percentage	57.9%	42.1%

NOTES:

Four males and one female who participated in cross country also participated in track and field (outdoor).

Total Amount of Athletically Related Student Aid Awarded

	Male	Female	Total
	\$547,422	\$463,561	\$1,010,983
Percentage	54%	46%	100%

Total Expenses Incurred

	Male	Female	Total
	\$827,175	\$705,832	\$1,533,007
Percentage	54%	46%	100%

Total Revenues

	Male	Female	Total
	\$827,175	\$705,832	\$1,533,007
Percentage	54%	46%	100%

Total Expenses By Team

	Male	Female	Total
Baseball	\$376,702		
Basketball	\$436,398	\$352,299	
Cross Country and Track & Field	\$14,075	\$10,365	
Softball		\$343,168	
TOTAL	\$827,175	\$705,832	\$1,533,007
Percentage	54%	46%	100%

Total Revenues By Team

	Male	Female	Total
Baseball	\$376,702		
Basketball	\$436,398	\$352,299	
Cross Country and Track & Field	\$14,075	\$10,365	
Softball		\$343,168	
TOTAL	\$827,175	\$705,832	\$1,533,007
Percentage	54%	46%	100%

Head Coaches - Men's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Baseball	1		1					
Basketball	1		1					
Cross Country and Track & Field		1*		1*				
TOTAL	2	1	2	1				

*- the same individual coached both the cross country and track and field teams

Head Coaches - Women's Teams

	Male Head Coaches				Female Head Coaches			
	FT coach	PT coach	FT emp	PT emp	FT coach	PT coach	FT emp	PT emp
Basketball	1		1					
Cross Country and Track & Field		1*		1*				
Softball					1		1	
TOTAL	1	1	1	1	1		1	

*- the same individual coached both the cross country and track and field teams

Head Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$39,056	\$36,024
No. of coaches included	3	3
Average salary per FTE	\$55,268	\$50,977
No. of FTE included	2.12	2.12

Assistant Coaches - Men's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Baseball		4		4				
Basketball		2		2				
Cross Country & Track and Field						2		2
TOTAL		6		6		2		2

Assistant Coaches - Women's Teams

	Male Assistant Coaches				Female Assistant Coaches			
	FT coach	PT coach	FT emp	PT emp or volunteer	FT coach	PT coach	FT emp	PT emp or volunteer
Basketball		1		1		1		1
Cross Country & Track and Field						2		2
Softball						1		1
TOTAL		1		1		3		3

NOTE: The same individuals were an assistant coach for cross country and track & field.

Assistant Coaches Salaries

	Men's Teams	Women's Teams
Average salary	\$10,908	\$11,612
No. of coaches used to calculate the average salary	6	4
No. of volunteer coaches	2	0
Average salary per FTE	\$31,166	\$29,397
No. of FTE included	2.10	1.58

Tallahassee Community College
2021-2022 Equity Update
Executive Summary

Tallahassee Community College (TCC or the College) submits an equity update report to the State of Florida each year. The 2021-2022 Annual Equity Update will be presented to the Board of Trustees on April 18, 2022, and upon approval will be signed by the Board Chair and the College's President. This report provides updates on the College's efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. Updates, observations and planned strategies are addressed for the following equity categories: (1) Employment Equity, (2) Student Participation, and (3) Gender Equity in Athletics. The Florida Department of Education (FLDOE) provided three years of data (2018-2019, 2019-2020 and 2020 - 2021) for each area. All racial/ethnic category labels reported here are those supplied by FLDOE. This summary highlights findings and strategies from the report.

Employment Equity - Following the Department of Education, Florida College System's guidance, the College initiates employment goals each year for the areas of Executive/Administrative/Managerial (EAM) Staff, Instructional Staff, and Instructional Staff with Continuing Contract utilizing the College's student population as its benchmark for employment representation.

Goal Highlights:

Executive/Administrative/Managerial (EAM) Staff - The College met its employment goals for all EAM categories by coming within ten percentage points of the student population.

Instructional Staff - The College met its employment goals for all Full-Time Instructional Staff categories by coming within ten percentage points of the student population.

Instructional Staff with Continuing Contract - The College met its employment goals within the Full-Time Instructional Staff with Continuing Contract categories except for the representation of Black female faculty. Black female faculty representation missed the College's goal by 1.3%. This was due in part to the focus on and success of increasing our Black female student population. The College's Black female student population has increased 2.8% over the last two reporting periods. It should also be noted that during this reporting period, there were seven Continuing Contract retirements, of which two (28.6%) were Black females. The College will maintain its current support for Annual Contract faculty seeking to become Continuing Contract faculty. This support includes, but is not limited to, the New Faculty Seminar Programs and training requirements presented through the College's Center for Professional Enrichment.

Student Participation – The following four areas of “student participation” are highlighted in the report: Enrollments, Completions, Success in Targeted Programs and Gender Equity in Athletics. Findings and strategies are listed below by area:

Enrollments - While the College's number of FTIC students increased in 2020-2021, the overall Total Enrollment declined. This overall decline in enrollment impacted the College's ability to meet student enrollment goals. The Total Enrollment of Black students saw a decline of .2%, with a more significant decrease in Black males (.7%). However, the College experienced a gain of 3.5% in decreasing or closing the gap between Total Enrollment of Black and White students, and the College saw an increase of .5% in the overall Total Enrollments of Black female students.

Goal Highlights:

The College increased Hispanic Total Enrollment by 4.2%, more than exceeding its goal, and closed the gap between Total Enrollment of Black and White students by 3.5%. The College did not meet its goal to increase the enrollment of Black male students FTIC or Total Enrollment, or reduce the enrollment percentage gap between Black female and Black male Total Enrollment; this gap increased by 1.2%. No disproportionate enrollment rates were identified when the enrollments of Hispanic males were compared to enrollment of Hispanic females. The College will continue to focus on increasing Black male enrollment, and decreasing the gap between Black female and Black male Total Enrollment.

Methods and Strategies:

Existing methods and strategies to increase student enrollment in underrepresented areas include the following: (1) The College continues to refine a new onboarding experience using Admission Navigators, assigned advisers, enhanced communications, and the Workday Student system to help students complete admission requirements. (2) The College is utilizing new dashboards that show application and yield rates by race and ethnicity, in order to target additional communication and outreach to Black applicants including special invitations to virtual open houses and residency help sessions as well as Student Ambassador Call Campaigns to all Black applicants. (3) Career and Academic Advising has established a goal to increase the percentage of early registrations by Black students through the delivery of early, personalized advising engagements. (4) The College has resumed on-campus "TCC Preview Days" that host area seniors on campus as well as targeted recruitment events for the students that were denied admittance to FSU. (5) The College is launching a new program finder component to the website that will provide prospective and current students the full breadth and depth of the academic and workforce programs that the College offers. These new pages include program information, careers with average salaries, stackable pathways where appropriate, program costs, financial aid eligibility, and time to complete.

Completions - In 2020-2021, the College experienced declines in the overall number of completions for all certificates and degrees, excluding the baccalaureate. This decline was evidenced across all race/ethnic categories. The College experienced percentage increases in Black males earning AS degrees (1.9%), Black females earning AA degrees (1.2%) and Black students earning certificates (3%). However, the College did not meet all goals in this area as outlined below.

Goal Highlights:

A.A. Degrees – The College did not meet its goal to increase the percentage of Black students completing A.A. degrees or its goal to increase male students completing A.A. degrees. These two areas decreased by .9% and 2.5% respectively. The College will continue to focus on Black and male student A.A. degree completion.

A.S. Degrees – The College met its goal of increasing the percentage of Black male students who complete A.S. degrees, this area experienced a 1.9% increase. The College did not meet its goal of increasing the percentage of Black female students who complete A.S. degrees by 1%; however, the College made positive progress as the percentage of Black female students who completed A.S. degrees increased by .4%. The College will continue to focus on Black male and Black female A.S. degree completion as well as add goals focused on increasing both Hispanic and male completion of A.S. degrees.

Certificate Programs – The College met its goal by increasing the percentage of Black students completing Certificate programs by 3%. The College will continue to focus on Black student Certificate program completion.

Methods and Strategies:

The College continues to place a laser focus on strategies that will narrow equity gaps. (1) The College hosted an Equity Collaboration Session with College leaders and a college-wide Equity Summit. (2) Faculty professional development as well as Student Affairs professional development is focused on ensuring equitable policies, practices, and procedures. (3) The College is now disaggregating student data for Academic and Student Affairs personnel with an equity lens and building out communication and outreach strategies targeted to reaching our Black students. Institutional Effectiveness personnel have designed dashboards that allow leaders to access key performance indicators for their respective areas as well as college-wide. (4) The College experienced a significant increase in Hispanic students. In response to this increase, the College launched a new academic support program called the Hispanic Alliance for Talented Students (H.A.T.S), similar to the existing Black Male Achievers program and Sister2Sister. (5) Survey data for course withdrawals is being reviewed to assess why students are withdrawing, from individual courses as well as the College, to determine where any additional supports are needed. (6) The College is also in the design stages to roll out messaging and supports to demonstrate the College's commitment to serving students who are also parents. (7) Career and Academic Advising in collaboration with our Academic Success Coaches are improving early alert interventions as well as designing a Success Seminar to students who experience academic difficulty. (8) Finally, Academic Affairs has launched a new "Pathways to Persistence" program. Pathways to Persistence is being developed as a campus-wide collaborative partnership, designed to create a more intentional early alert environment of student support that fosters self-efficacy, meaning and purpose, and a sense of belonging for students.

Success in Targeted Programs - The College offers several programs that are geared towards increasing student participation in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs are as follows: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), National Science Foundation (NSF) S-STEM, Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students and is outlined in detail in the 2021-2022 Equity Report.

Gender Equity in Athletics -The College continues its commitment to provide equal opportunities to its male and female student-athletes. Eight sports are currently offered: men's and women's basketball, baseball, softball, men's and women's cross country, and men's and women's track (indoor and outdoor). Volleyball and Competitive Cheer are under consideration for addition to our athletic offerings.

Goal Highlights:

The College did not meet its goal for gender equity in athletics for this review period. Cross country and Track and Field (T&F) continues to provide the best opportunity for growth in female participation. The potential to add volleyball and competitive cheer will also be an opportunity for female participation.

Methods and Strategies:

The College is hosting multiple T&F events this Spring 2022, which will provide tools to help recruit female student athletes. The College is also hosting the NJCAA Cross Country National Championships, which gives the College national exposure for that sport. As the NJCAA sanctions additional sports, such as women's flag football and competitive cheer, the College will continue to research the feasibility of adding opportunities for female participants. All participants, regardless of gender, have access to comparable scholarships and like resources and facilities, in all aspects: housing, travel accommodations, coaches, support staff, and equipment and supplies. Academic support resources are also available to participants from all teams.

Tallahassee Community College

College Annual Equity Update

2021-2022

Template for Submission

Submission Information

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Date: April 29, 2022



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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act”
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by **April 29, 2022**. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2021-22 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

**Review of Part I: Course Substitutions
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection:** **No**
If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

Response: Click here to enter text.

A description of the participation of any advisory groups or persons.

Response: Click here to enter text.

**Review of Part I: Description of Plan Development
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination?
Make a selection: Yes If yes, provide the following applicable updates.

Date of revision: January 18, 2022

Description of the revision: The College's nondiscrimination policy received minor updates to existing language.

Web link(s) to document the revision: Policy 8420 -
<https://go.boarddocs.com/fl/tcc/Board.nsf/Public?open&id=welcome#>

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination?

Make a selection: Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: Click here to enter text.

Description of the revision: Click here to enter text.

Web link(s) to document the revision: Click here to enter text.

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

- 1) Notifications of these procedures are placed in prominent and common information sources.
Make a selection: Yes
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

Response: Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	Yes
Title II?	Yes
Section 504?	Yes
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	Yes
Other policies or procedures related to civil rights or nondiscrimination?	No

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): Policy 1320 - Title IX Sexual Harassment

Date of revision: February 21, 2022.

Description of the revision: The College's Title IX procedure was converted to College policy with minor updates to existing language.

Web link(s) to document the revision: Policy 1320 -

<https://go.boarddocs.com/fl/tcc/Board.nsf/Public?open&id=welcome#>

Name of the policy and/or procedure(s): Policy 8420 – Equal Access/Equal Opportunity, Discrimination, Sexual Misconduct, and Unlawful Harassment.

Date of revision: January 18, 2022.

Description of the revision: The College's nondiscrimination policy received minor updates to existing language.

Web link(s) to document the revision: Policy 8420 -

<https://go.boarddocs.com/fl/tcc/Board.nsf/Public?open&id=welcome#>

Name of the policy and/or procedure(s): Policy 8500 – Communicable Diseases

Date of revision: January 18, 2022.

Description of the revision: The College's Communicable Diseases policy received minor updates to existing language.

Web link(s) to document the revision: Policy 8500 -

<https://go.boarddocs.com/fl/tcc/Board.nsf/Public?open&id=welcome#>

**Review of Part II: Policies and Procedures that Prohibit Discrimination
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		

Requirement	Response	Comments	Action
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.	Select one.		
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions who have attained continuing contract status. The plan must include specific, measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives and comparable national standards as provided by the Florida Department of Education.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/ Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2020-21 Reporting Year College Student Population (%)	EAM Actuals (%) Fall 2020	EAM Actuals (%) Fall 2021	EAM Stated Goals (%) Fall 2021	EAM Goal Met (Yes /No)	EAM Goals for Fall 2022
Black Female	21.7%	20.7%	20.0%	Within 10% of Student population	Y	Within 10% of Student population
Black Male	12.1%	13.8%	13.3%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Female	9.0%	3.4%	0%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Male	8.8%	3.4%	0%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Female	3.2%	3.4%	3.3%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Male	2.1%	3.4%	3.3%	Within 10% of Student population	Y	Within 10% of Student population
White Female	22.4%	24.1%	33.3%	Within 10% of Student population	Y	Within 10% of Student population
White Male	20.7%	27.6%	26.7%	Within 10% of Student population	Y	Within 10% of Student population
Total Female	56.3%	51.7%	56.7%	Within 10% of Student population	Y	Within 10% of Student population
Total Male	43.7%	48.3%	43.3%	Within 10% of Student population	Y	Within 10% of Student population

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: The College met all goals within the EAM category by coming within ten percentage points of the student population.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2020-21 Reporting Year College Student Population (%)	INST Actuals (%) Fall 2020	INST Actuals (%) Fall 2021	INST Stated Goals (%) Fall 2021	INST Goal Met (Yes /No)	INST Goals for Fall 2022
Black Female	21.7%	14.2%	12.9%	Within 10% of Student population	Y	Within 10% of Student population
Black Male	12.1%	7.8%	7.4%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Female	9.0%	4.4%	4.0%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Male	8.8%	5.4%	5.4%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Female	3.2%	3.4%	4.0%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Male	2.1%	0.5%	0.5%	Within 10% of Student population	Y	Within 10% of Student population
White Female	22.4%	42.2%	43.6%	Within 10% of Student population	Y	Within 10% of Student population
White Male	20.7%	22.1%	22.3%	Within 10% of Student population	Y	Within 10% of Student population
Total Female	56.3%	64.2%	64.4%	Within 10% of Student population	Y	Within 10% of Student population
Total Male	43.7%	35.8%	35.6%	Within 10% of Student population	Y	Within 10% of Student population

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: The College met all goals within the Full-Time Instructional Staff category by coming within ten percentage points of the student population.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2020-21 Reporting Year College Student Population (%)	INST-CONT Actuals (%) Fall 2020	INST-CONT Actuals (%) Fall 2021	INST-CONT Stated Goals (%) Fall 2021	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2022
Black Female	21.7%	11.0%	10.4%	Within 10% of Student population	N	Within 10% of Student population
Black Male	12.1%	8.5%	8.7%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Female	9.0%	4.2%	5.2%	Within 10% of Student population	Y	Within 10% of Student population
Hispanic Male	8.8%	6.8%	7.0%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Female	3.2%	3.4%	5.2%	Within 10% of Student population	Y	Within 10% of Student population
Other Minorities Male	2.1%	0.8%	0.9%	Within 10% of Student population	Y	Within 10% of Student population
White Female	22.4%	41.5%	40.0%	Within 10% of Student population	Y	Within 10% of Student population
White Male	20.7%	23.7%	22.6%	Within 10% of Student population	Y	Within 10% of Student population
Total Female	56.3%	60.2%	60.9%	Within 10% of Student population	Y	Within 10% of Student population
Total Male	43.7%	39.8%	39.1%	Within 10% of Student population	Y	Within 10% of Student population

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

Response: The College met all goals within the Full-Time Instructional Staff with Continuing Contract category except for the representation of Black female faculty. Black female faculty representation in this category missed the College’s goal of begin within 10% of the student population by 1.3%. This was due in part to the focus on and success of increasing our Black female student population. The College’s Black female student population percentage has continued to increase over the last two reporting periods: 1.58% from 2018-2019 to 2019 – 2020 and .5% from 2019 – 2020 to 2020 - 2021. Current strategies should result in the continued increase in student minority populations. It should be noted that during the last reporting period, there were seven Continuing Contract retirements, of which two (28.6%) were African American females. Current data indicates during the next reporting period, the

College is expected to gain additional Black female faculty as Continuing Contract faculty. The College will maintain its current support for Annual Contract faculty seeking to become Continuing Contract faculty. This support includes, but is not limited to, the New Faculty Seminar Programs and training requirements presented through the College’s Center for Professional Enrichment.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: There are no new barriers affecting the successful recruitment and/or retention of females and/or minorities in any of the employment categories.

**Review of Part III (A): Attainment of Annual Goals
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: The Provost’s evaluation of the Deans indicates that each Dean has supported and promoted the College’s diversity initiatives. Program Chairs, along with all other faculty members, are evaluated by their Dean. Diversity initiatives have been supported by each Dean through promoting diversity among faculty screening committees, participating in and instructing screening committees, and providing equity training for Program Chairs. Deans understand and communicate to the Program Chairs the importance, and associated benefits to the College, of having a well diverse faculty. Remedial steps are taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Such steps will involve the supervisor re-evaluating past efforts to determine why the goal was not met and to develop new strategies on how to meet future goals. Developing new strategies may include

modifying the College’s use of the internet to identify targeted recruitment sites for qualified minority and female applicants, expanding publications and advertisements of its vacancies, and revisiting the College’s competitive and non-competitive promotional opportunities.

2) Provide a summary of the college’s board of trustees’ annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: The Tallahassee Community College District Board of Trustees (Board) praised the President for achieving the goals and objectives of the College. The Board highlighted the President’s creation and elevation of a diverse executive leadership team, which has been applauded by the community, and commended him for his “unparalleled” vision, leadership and commitment to the students and staff. While not part of the President’s evaluation, it should be noted that during the fall of 2021, the President initiated a campus-wide Equity Summit with presentations from TCC faculty, staff and administrators, and sponsored a live webinar regarding Diversity, Equity and Inclusion. During the spring semester of 2022 the President sponsored the Diversity, Equity and Inclusion 101: Best Practices for Diversity and Inclusion workshop.

3) What is the date of the president’s most recent evaluation?

Response: May 17, 2021

***Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**

Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: The College strongly encourages the use of balanced and diverse Review Teams which include women and minorities. It is the responsibility of the hiring authority to ensure that the Review Team composition is in accordance with the College's equity plan. Human Resources will review the Team and the recommendation packet to ensure it was completed in accordance with applicable College policies and procedures. The make-up of the Review Team may encompass two or more members, excluding non-voting or ex-officio members. The President has the flexibility of altering the selection process for executive positions.

2) Briefly describe the process used to grant continuing contracts.

Response: Faculty members must serve at the College in a probationary status in accordance with the provisions and intent of 6A-14.0411(1)(a)(b)(c)(d) FAC for five full years in the capacity of a full-time faculty member. Continuing Contract is recommended to the Board of Trustees by the President for faculty members who have received satisfactory ratings on the evaluation of the performance of their duties and responsibilities during the probationary period.

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: Full-time faculty and Deans meet to set/review goals in the fall of each year. The Deans meet with faculty members in the spring to provide an evaluation based on the goals established in the fall, including a variety of measures related to teaching and other faculty responsibilities. Each faculty member will receive an annual classroom observation (Continuing Contract faculty receive a bi-annual classroom observation unless a more frequent review is needed). The visits are conducted by the Dean/Division Director and will be followed by a conference to discuss the observations. The results of the observation and conferences may be incorporated as a part of the annual evaluation report. For Continuing Contract faculty, the conference may be a part of the annual assessment conference. During the assessment conference, the faculty member will review their progress toward established goals and present next year's goals to the Dean/Division Director. The discussion consists of observations based on any classroom visit, items suggested in student evaluations and other resources as appropriate.

4) Briefly describe the college's budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: The College allocates funds for advertising in national publications and web sites, with direct marketing strategies targeting specific minority groups. In addition, the College allocates travel funds to invite applicants to campus for interviews.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

	Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Row 1	Faculty Hires	9	\$40,979 - \$49,274	9	\$43,764 - \$50,758
Row 2	Classified Staff	16	\$24,960 - \$35,500	86	\$24,960 - \$45,547
Row 3	Classified Staff Prof	19	\$27,336 - \$65,000	32	\$35,568 - \$67,565
Row 4	Managerial Prof	11	\$50,000 - \$95,000	41	\$51,676 - \$109,611
Row 5	Administrative	1	\$95,000	5	\$96,900 - \$106,585
Row 6	Executive	1	\$120,000	13	\$128,010 - \$216,240

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2020, and October 31, 2021, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2020.*

**Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually appraise each eligible faculty member of	Select one.		

Requirement	Response	Comments	Action
progress toward attainment of continuing contract status?			
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2021-22 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black Males	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	No, the percentage of Black Male FTIC decreased by 4.8% as a percentage of the total number of FTIC	Increase the percentage of Black Male FTIC as a percentage of the total number of FTIC students	Increase the percentage of Black Male Total Enrollment	No, the percentage of Black Male Total Enrollment decreased by .7%.	Increase the percentage of Black Male Total Enrollment
Black Females	None	None	Increase the percentage of Black Female FTIC as a percentage of the total number of FTIC students	Decrease the gap between Black Female and Black Male Total Enrollment by 1%	No, the gap increased by 1.2% between Black Female and Black Male Total Enrollment (from prior year gap of 8.4% to now 9.6%)	Decrease the gap between Black Female and Black Male Total Enrollment by 1%

Enrollments	FTIC			Overall Enrollments		
	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Hispanic	None	None	None	Increase the Hispanic Total Enrollment by 1%.	Yes, the Hispanic total enrollment increased by 4.2%	None
Other Minorities	None	None	None	None	None	None
White	None	None	None	None	None	None
Female	None	None	None	None	None	None
Male	None	None	None	None	None	None
LEP	None	None	None	None	None	None
DIS	None	None	None	None	None	None

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

Response: While the College’s number of FTIC students increased in 2020-2021, the Total Enrollment declined. The College experienced declines in the percentage of Black male FTIC students (4.8%) and Black female FTIC students (4.8%). Overall Total Enrollment of Black students saw a decline of .2%, with a more significant decrease in Black males (7%). However, the gap between overall Total Enrollment of Black and White students decreased/closed by 3.5%, and the College saw an increase of .5% in the overall Total Enrollments of Black female students. Hispanic FTIC enrollment grew by 11.1% with percentage growth of males (5.2%) and females (5.8%). Hispanic Total Enrollment increased 4.2%, with gains in both percentages of males (1.9%) and females (2.3%). White student FTIC enrollment increased in number but the percentage of FTIC to Total Enrollment of White students remained basically flat. Overall Total Enrollment of White students saw a 3.7% decrease. As can be seen from the numbers, recruitment strategies and outreach were successful in enrolling new students at the College in the Hispanic categories but were not as successful in recruiting new Black students.

New methods and strategies, if applicable.

Response: (1) The College continues to refine the new onboarding experience using Admission Navigators, assigned advisers, enhanced communications, and the Workday Student system to help students complete the admission requirements and register as soon as possible. (2) The College is utilizing dashboards that show application and yield rates by race and ethnicity, in order to target additional communication and outreach to Black applicants, including special invitations to virtual open houses and residency help sessions, as well as Student Ambassador Call Campaigns to all Black applicants. (3) Career and Academic Advising has established a goal to increase the percentage of early registrations of Black students through the delivery of early, personalized advising engagements. The College’s partnership with FSU and FAMU continues to be strengthened each year with additional opportunities to encourage enrollment and ultimately student transfer to one of the local universities. (4) The College has resumed on-campus “TCC Preview Days” that host area seniors on campus, as well as targeted recruitment events for the students that were denied admittance to FSU. (5) Finally, the College is launching a new program finder component to the website that will provide prospective and current students the full breadth and depth of the academic and workforce programs that the College offers. These new pages include not only program information but also careers with average salaries, stackable pathways where appropriate, program costs, financial aid eligibility, and time to complete. The College has truly adopted a cross-campus philosophy on enrollment that engages individuals in all areas to help support the growth of enrollment with equity at the center of the efforts.

Student Completions

This year’s report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2021-22. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	Increase the percentage of Black students who complete AA degrees by 1%	No, we saw a .9% decline in the percentage of Black students who earned an AA in 2020-2021	Increase the percentage of Black students who complete AA degrees by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	Increase the percentage of Male students who complete AA degrees by 1%	No, we saw a 2.5% decline in the percentage of Male students who earned AA degrees in 2020-2021	Increase the percentage of Male students who complete AA degrees by 1%
LEP	None	None	None
DIS	None	None	None
A.S./A.A.S. Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black Males	Increase the percentage of Black male students who complete A.S. degrees by 1%	Yes, we saw a 1.9% increase in the percentage of Black Male Students who earned an A.S. degree in 2020-21	Increase the percentage of Black male students who complete A.S. degrees by 1%
Black Females	Increase the percentage of Black Female students who complete A.S. degrees by 1%	No, we saw an increase of .4% in the percentage of Black Female students who earned an A.S. degree in 2020-2021	Increase the percentage of Black Female students who complete A.S. degrees by 1%
Hispanic	None	None	Increase the percentage of Hispanic students who complete A.S. degrees by 1%
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	Increase the percentage of Male

			students who complete A.S. degrees by 1%
LEP	None	None	None
DIS	None	None	None
Certificates	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	Increase the percentage of Black students who complete certificates by 1%	Yes, we increased by 3.0% the percentage of Black students who earned certificates in 2020-2021	Increase the percentage of Black students who complete certificates by 1%
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None
Baccalaureate Degrees	2020-21 Goals	2020-21 Goals Achieved (Yes/No)	2021-22 Goals
Black	None	None	None
Hispanic	None	None	None
Other Minorities	None	None	None
White	None	None	None
Female	None	None	None
Male	None	None	None
LEP	None	None	None
DIS	None	None	None

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

Response: In 2020-2021, the College experienced declines in the overall number of completions for all certificates and degrees, excluding the baccalaureate. This decline was evidenced across

all race/ethnicity categories. However, the College did see percentage increases in Black males earning AS degrees (1.9%), Black females earning AA degrees (1.2%) and Black students earning certificates (3%). During the first few semesters of the pandemic, there was improved course success rates and high levels of student engagement through virtual platforms. Unfortunately, as the pandemic lingered into another year, students experienced fatigue and burnout as evidenced by a decline in enrollment of continuing students. Throughout the past two years, the College has continued to embed our CARE model into the fabric of the institution, focusing on strategies to build connections for new students, with academic maps and early alerts to help students stay on track, offering a variety of resources for in and out of class supports and re-imagining opportunities for engagement. The College also implemented a new student records system and an onboarding/advising service model that provides students a support network with an Admissions Navigator, an assigned Career and Academic Adviser, and an Academic Success Coach. Finally, the College has continued to refine and enhance embedded learning supports in critical gateway courses to help improve success rates of our minoritized student populations (e.g., Learning Specialists, Librarians, Math Champions and Writing Champions (peer support programs) and additional virtual tutoring products. As previously noted, the College saw improvements in the percentage of Black males who earned AS degrees, Black females who earned AA degrees and a significant increase in the percentage of Black students who earned certificates. These increases aligned with our efforts during the pandemic to help individuals receive training that leads to employment in essential jobs in our region (e.g., TCC's Be Essential program and Rapid Credentialing Grant).

New methods and strategies, if applicable.

Response: The College continues to place a laser focus on strategies that will narrow equity gaps. (1) The College hosted an Equity Collaboration Session with College leaders and a college-wide Equity Summit. (2) Faculty professional development as well as Student Affairs professional development is focused on ensuring equitable policies, practices, and procedures. (3) The College is now disaggregating student data for Academic and Student Affairs personnel with an equity lens, and building out communication and outreach strategies targeted to reaching Black students. Institutional Effectiveness personnel have designed dashboards that allow leaders to access key performance indicators for their respective areas as well as college-wide. (4) The College experienced a significant increase in Hispanic students. In response to this increase, the College launched a new academic support program called the Hispanic Alliance for Talented Students (H.A.T.S), similar to the existing Black Male Achievers program and Sister2Sister. (5) Survey data for course withdrawals is being reviewed to assess why students are withdrawing, from individual courses as well as the College, to determine where any additional supports are needed. (6) The College is also in the design stages to roll out messaging and supports to demonstrate the College's commitment to serving students who are also parents. (7) Career and Academic Advising in collaboration with Academic Success Coaches are improving early alert interventions as well as designing a Success Seminar to students who experience academic difficulty. (8) Finally, Academic Affairs has launched a new "Pathways to Persistence" program. Pathways to Persistence is being developed as a campus-wide collaborative partnership, designed to create a more intentional early alert environment of student support that fosters self-efficacy, meaning and purpose, and a sense of belonging for students.

Student Success in Targeted Programs

The college’s plan for 2020-21 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

Response: The College offers several programs that are geared towards increasing student participation in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S. The programs are as follows: Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP), National Science Foundation (NSF) S-STEM, Sister 2 Sister, and Black Male Achievers. Each program provides strategies to increase participation for underrepresented students such as:

New methods and strategies, if applicable.

Strategy	Expected Outcomes	Assessment Method	Results
The College establishes partnerships with local universities and laboratories to provide internship opportunities for students enrolled in STEM related courses and disciplines. The College will engage and actively recruit students for full scholarships within STEM disciplines (defined by National Science Foundation) via outreach and	Number of underrepresented students participating in STEM internships will increase by 10%. Recruitment of qualified students for STEM scholarship placement will reach 100%.	Compare number of underrepresented students participating in internships during 2018-2019 to 2019-2020 to 2020-2021.	2018-2019: 18 students 2019-2020: 3 students 2020-2021: 0 The College did not experience an increase in underrepresented students participating in STEM internships. The number of students decreased during 2020-21 as internships were disrupted by the pandemic. The College will continue to explore methods to further increase participation. 2021- 2022 data will not be available until June 2022.

<p>engagement in the community and within the campus.</p> <p>The College will collaborate with STEM faculty to serve as mentors to students in STEM courses and disciplines.</p> <p>Provide workshops for academic and career preparedness post-graduation from TCC.</p>			
<p>The College offers scholarship opportunities for underrepresented students who are enrolled in STEM related programs (scholarships provided through FGLSAMP and NSF S-STEM).</p> <p>The College will provide better marketing to incoming high school students by visiting high school senior nights; participating in the scholarship fairs; contacting students who identify as being interested in STEM.</p>	<p>Number of qualified awardees will increase by 10%.</p>	<p>Compare number of underrepresented students awarded scholarships during 2018-2019 to 2019-2020 to 2020-2021.</p>	<p>2018-2019: 35 2019-2020: 47 2020-2021: 18</p> <p>The College experienced a decrease in the number of underrepresented students who were awarded scholarships.</p> <p>The College will continue to explore more options to increase the number of students. 2021-2022 data will not be available until June 2022.</p>
<p>The College offers STEM Center tutoring for STEM Gateway Courses.</p>	<p>Number of underrepresented students successfully completing STEM</p>	<p>Compare the success rates of underrepresented students</p>	<p>2018-2019: 38 students 2019-2020: 20 students 2020-2021 : 12 students</p>

	Gateway Courses will increase by 10%.	participating in tutoring provided by the STEM Center to the underrepresented students who are not participating in tutoring during 2018-2019 to 2019-2020 to 2020-2021.	The College continued to experience a decrease in underrepresented students participating in STEM tutoring. The disruption of the pandemic shifted most tutoring to a virtual setting. The College will continue to explore methods to further increase participation. 2021-2022 data will not be available until June 2022.
The College offers extracurricular Workshops to increase STEM awareness: Robotics Workshop; Drone Workshop; 3D Printing Workshop; Auto-Cad Workshop. Increase marketing for the workshops as well as increase the number of available workshops.	Number of underrepresented students participating in extracurricular workshops will increase by 10%.	Compare number of underrepresented students participating in the activities during 2018-2019 to 2019-2020 to 2020-2021.	2018-2019: 88 students 2019-2020: 83 students 2020-2021: 23 The College experienced a dramatic decrease in underrepresented students participating in extracurricular workshops and STEM internships. The continuation of the pandemic did not allow for these practical workshops to occur as often as many students were enrolled in remote courses. The College will continue to explore methods to further increase participation. 2021-2022 data will not be available until June 2022.
The College offers Career Awareness Workshops for underrepresented students: Increase the offerings of STEM Career Workshops and invite underrepresented professionals to	Increase the number of Career Awareness Workshops for underrepresented students.	Compare the number of workshops offered each year.	2018-2019: 10 2019-2020: 0 2020-2021: 6 The College saw an increase of career awareness workshops in 2020-2021 for underrepresented students. The College

<p>discuss their career pathway.</p>			<p>continues to examine how more STEM focused career workshops can be presented. 2021-2022 data will not be available until June 2022.</p>
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***Review of Part IV: Strategies to Overcome Underrepresentation of Students
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
<p>Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?</p>	<p>Select one.</p>		
<p>If no, evaluation of current methods and strategies and new methods and strategies provided?</p>	<p>Select one.</p>		
<p>Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?</p>	<p>Select one.</p>		
<p>If no, evaluation of current methods and strategies and new methods and strategies provided?</p>	<p>Select one.</p>		
<p>The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?</p>	<p>Select one.</p>		
<p>If no, evaluation of current methods and strategies and new methods and strategies provided?</p>	<p>Select one.</p>		

**Part V. Substitution Waivers for Admissions and
Course Substitutions for Eligible Students with Disabilities**

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	16	<ul style="list-style-type: none"> •MGF1106- Mathematics I for Liberal Arts •MGF1107- Mathematics II for Liberal Arts 	<ul style="list-style-type: none"> • MAT 1033 Intermediate Algebra • CGS 1060 Computer and Internet Literacy • OCE 1001 Introductory Oceanography • EME 2040 Introduction to Technology for Educators • ESC 1000 Earth Science • LIS 2004 Research Strategies for College Students 	General Education Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			<ul style="list-style-type: none"> • MET 1010 Meteorology • AST 1002 Introduction to Astronomy • BSC 1020 - Introduction to Human Biological Sciences • EVR 1001 - Introduction to Environmental Sciences 	
		Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> • ANT2418 Introduction to Cultural Anthropology • AML2600 African American Literature • LIT 2323 Multicultural Methodology • ARH 2500 Art of the World 	Foreign Language
Orthopedic Impairment				
Speech/Language Impairment				

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Emotional or Behavioral Disability	1	<ul style="list-style-type: none"> • MGF1106- Mathematics I for Liberal Arts • MGF1107- Mathematics II for Liberal Arts 	<ul style="list-style-type: none"> • BSC 1020 - Introduction to Human Biological Sciences • EVR 1001 - Introduction to Environmental Sciences 	General Education Mathematics
		Two (2) Semesters of Foreign Language	<ul style="list-style-type: none"> • ANT 2418 Introduction to Cultural Anthropology • AML 2600 African American Literature • LIT 2323 Multicultural Methodology • ARH 2500 Art of the World 	Foreign Language
Autism Spectrum Disorder	1	<ul style="list-style-type: none"> • MGF1106- Mathematics I for Liberal Arts • MGF1107- Mathematics II for Liberal Arts 	<ul style="list-style-type: none"> • BSC 1020 - Introduction to Human Biological Sciences • EVR 1001 - Introduction to Environmental Sciences 	General Education Mathematics

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Traumatic Brain Injury				
Other Health Impairment				

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2020	6	5
Spring 2021	10	9
Summer 2021	6	5
Total	22	19

***Review of Part V: Course Substitutions
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part VI. Gender Equity in Athletics

The college offers athletic programs: **Yes** If no, move to the next section. If yes, complete this section.

Assessment of Athletic Programs

Section 1006.71, F.S., Gender equity in intercollegiate athletics, is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs shall develop a gender equity plan pursuant to section 1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings and funds allocated for administration, recruitment, comparable coaching, publicity and promotion and other support costs. An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

Data Assessment

Section 1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan of this report.

Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2019, through June 30, 2020, and July 1, 2020, through June 30, 2021

	2019-20			2020-21			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	56	42	98	Total Number of Athletes	55	40	95
Percent of Athletes by Gender	57.1%	42.9%	100%	Percent of Athletes by Gender	57.9%	42.1%	100%
Total Number of Enrollments	6,338	7,447	13,785	Total Number of Enrollments	5,633	7,264	12,897
Percent of Enrollments by Gender	46%	54%	100%	Percent of Enrollments by Gender	43.7%	56.3%	100%
Difference between the percent of athletes and the percent of students enrolled	11.1%	-11.1%		Difference between the percent of athletes and the percent of students enrolled	14.2%	-14.2%	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled? **2019-20: No 2020-21: No**

Based on the participation rates of female athletes compared to female enrollments and based on the college’s athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring the institution is in compliance with Title IX, Gender Equity in Athletics.

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
Athletic Participation by Gender Compared to Student Enrollments	<p>Cross Country and Track and Field (T&F) continues to provide the best opportunity for growth in female participation.</p> <p>The potential to add competitive cheer will also be an opportunity for female participation.</p> <p>The College is hosting multiple T&F events this Spring 2022, which will provide tools to help recruit female student athletes. The College is also hosting the NJCAA Cross Country National Championships, which will give the College national exposure for that sport.</p> <p>As the NJCAA sanctions additional sports, such as flag football and competitive cheer, the College will continue to research the feasibility of adding opportunities for female participants.</p>	<p>Chuck Moore chuck.moore@tcc.fl.edu 850-201-6085</p>	<p>Spring 2022 – hosting multiple events to recruit student athletes</p> <p>Fall 2022 – hosting NJCAA National Championships</p>

Review of Part VI: Gender Equity in Athletics

(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2021?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2021-22 Annual EQUITY UPDATE REPORT
Signature Page

Tallahassee Community College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.

Rena Tolson, Equity Officer

Date

Jim Murdaugh, Ph.D., President

Date

Eric Grant, Chair, College Board Of Trustees

Date

This concludes the **2021-22** Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **April 29, 2022**. Colleges may attach additional files (PDF or Word) as appendices.

Appendix 1